

child study

The journal of parent education

The pediatrician's role in the family

Philip S. Barba, M.D.

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Spring 1960

Editorial	2
The pediatrician's role in the family Philip S. Barba, M.D.	3
Towards independence—a summer at camp Henry Haskell	9
The place of values in parent education A. D. Buchmueller	16
PEEB—Parent Education Exchange Bulletin Volume 4, Number 4	21
Parents' Questions	25
Gold is where you find it The first possession D. W. Winnicott, M.D.	27
Do these sound familiar? Iona and Peter Opie	30
Pamphlets received	29
Book reviews	31
New books about parenthood and family life	33
Children's books: How "easy to read"? Bernice Greenwald and Judy Stecher	37
CSAA briefs	40

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1960 CSAA Conference

One of the unique capacities which sets man apart from other animal life is his remarkable ability to transmit to others his feelings and attitudes, knowledge and ideas in spoken word and visual image. From the earliest days of civilized man, when symbols were carved in stone, to the present age of mass communications, we have made vast strides in developing the power and range of this capacity. The printing press, radio, and now television, are only three of the major inventions which have strikingly increased our ability to overcome time and space and to broaden the scope of communication far beyond the range of face-to-face conversation.

Interestingly, along with changes in the customary patterns of living, the development of each new medium created concern about the effect it would have on men's mind and emotions, their behavior, beliefs and morals. Long before comic books, for example, many people spoke of the harmful effects of the printed word; radio broadcasting was considered by some to open the air waves to countless bad influences; all of us are aware of the storms and controversy centering over TV. Depending on our particular biases — or even on our moods of the moment — we have alternately blamed or praised the media for all sorts of things — including the way our children were growing up.

Surely today, as the power of the newer media becomes more clear, it is important for us to consider each of them thoughtfully, and with intelligent objectivity. If we can recognize our feelings and biases, separating our facts from our assumptions, we may make some important discoveries. We may find that no medium in itself can be blamed for the problems we or our children have, nor can it be given the credit for establishing anything so complex as "better family relations." We may discover instead a challenge — a vast potential for the communication of knowledge, of ideas, of culture, and an equally vast potential for the reproduction of trivia, the dissemination of falsehood. Above all, we may find that the media — mass and massive as they are — can be coped with: basically, they are forces and tools which, each of us, with our varying responsibilities, must learn how to use wisely and with care.

For its 1960 Annual Conference, to be held this month, the Child Study Association takes pleasure in presenting the topic, "The Impact of Mass Media on Children and Family Life in Our Culture." We believe this program will point to some new directions, new approaches, and stimulate constructive thinking, on the many questions about the media which concern us. A full report of the discussions will be published in the Summer issue of *CHILD STUDY*.

Mrs. Clarence K. Whitehill
President, C.S.A.A.

The pediatrician's role in the family

By Philip S. Barba, M.D.

The emphasis of modern pediatrics is on education, and today's "baby doctor" keeps his eye on the entire family—and sometimes even the baby-sitter

As a special branch of medicine, pediatrics developed when doctors recognized that the young differed in many ways from the adults among whom they lived. At first, our specialty related chiefly to such physical matters as infections, susceptibility to infections, body chemistry, nutrition and the changes accompanying physical growth. As most of the more devastating childhood diseases were conquered and the less serious ones brought under control, though, the emphasis has increasingly shifted to the problems of personality development and to the need for education on living with others and with oneself. Today, pediatricians devote as much of their time to this educational role as they once did to combating disease alone.

There are, however, two sides to this picture. One is the way the pediatrician sees his role; the other, the way the family sees it. The two are not always the same, and the difference may alter or rupture the final relationship. If parents see only the need for treatment of disease, they will be unhappy with the physician who attempts to talk about children's feelings or guide or change family customs. The family seeking help with developmental problems will

feel frustrated with a doctor whose only concern is with organic disease.

Where the parents don't cotton to the doctor, or the doctor doesn't take to the parents, the question usually settles itself. The situation becomes sticky and they part. Sometimes, despite everything, the parents keep coming, and the pediatrician tries to do his best anyway. Once in a while he finds he just can't cope with his own reactions to the child's parents; at that point, he should frankly suggest a change.

Basically the role of a pediatrician today has three main elements: diagnosis, treatment and education. Diagnosis no longer is related to organic disease alone, but includes the individual, the family, the biological response to the general environment and the psycho-mental status of that individual in that environment. Treatment means not only specific attack on organic disease, immunization procedures, etc., but,

Dr. Barba's views of pediatricians and families evolved during the thirty-two years of private pediatrics practice he began in 1925. In 1956, he joined the University of Pennsylvania School of Medicine, where he now serves as Associate Professor of Pediatrics and of Preventive Medicine, as well as Associate Dean.

when necessary and possible, it must also cover changing environmental factors such as a change of schools, perhaps encouraging one family to move into a new home, perhaps referring another to a family agency or other service that will help them to face or resolve marital difficulties. It may include occupational therapy to prevent boredom during convalescence and adequate, but not too much, sympathy. We can all remember a physical or emotional hurt to which we were reacting pretty well till someone sympathized too deeply and we felt so sorry for ourselves we burst in to tears.

Knowledge, ability—patience

Of the pediatrician's three major tasks, education is probably the most important. It involves not just the child, but the parents and perhaps the grandparents. It requires knowledge and the ability to impart it to others; the patience to endure seeing instructions disregarded or even overruled by traditional customs, bridge table advice, radio and television medicine and misinterpretations of articles in what we call "the lay press."

Many of our young people who try so hard to do the best for their children are afraid to use their own judgment. They read all the articles in the newspapers and magazines, but such articles are necessarily too general to be applied to an individual child; frequently they stir up fears and loss of confidence which can only be allayed by a discussion of specific circumstances. Often parents wind up trying to lean over-heavily on the doctor. This is, of course, partly a result of their own up-bringing plus all the conflicting articles they read and do not understand.

On the other hand, over my thirty-two years of practice, my own ideas have

changed. If that is so, why shouldn't parents be confused? The wise ones seek the help they need, and the wise pediatrician avoids the trap of "playing God," a role he is all too likely to fall into when overwhelmed with work. Our aim should be to encourage self-reliance, self-confidence, critical evaluation of books and articles, and a spiritual strength and faith.

Sometimes, of course, the lay press is helpful. I recall one lengthy office discussion in which I apparently made little headway with a young mother who didn't believe in the routine immunization procedures. A week later, however, she brought her child in for a smallpox vaccination, and with some pride, I asked which argument had convinced her. The infuriating answer was that she had read some article in the newspaper by a man she had never heard of before that day.

Getting to know parents

What is the purpose of education? While we are concerned primarily with the child, we also have an interest in parents since they are really part of the child. They must develop a justified confidence that they are good parents and must set standards for their children which are possible for youngsters to meet. It is they who must educate the child to live with others and control instincts leading to actions not socially acceptable.

Before he can be of real help to a young patient, a physician must take time to listen to the child's parents, getting to know them as individuals, their special way of responding to parenthood. He should know something of their background and education, the way they live, the kinds of things they like and don't like.

Any teacher knows that he must present his concepts in more than one way if all his pupils are to understand it. Similarly, a doctor needs to find ways of putting his concepts into words parents understand and find meaningful. An engineer readily grasps terms of stress and counterbalance, of factors of safety, leverage, energy out-

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put. A metallurgist would appreciate alloys, crystallization, tensile strength, flaws. Mothers are more often reached through a less mechanical approach. Emotional factors are not too difficult to explain and it is usually easy to demonstrate the physics of handling and of growth.

A good "bedside manner" can be important, too. Just as a wise wife lets her husband think it was all his idea, a wise doctor does as much of this as he can. His voice must not be scolding or irritated, difficult as this may be after a tough session or two. He must avoid being pedantic. Rarely will the parent resent orders if the pediatrician remembers to practice what he preaches.

Early questions

Education for parenthood probably should start much earlier, but for many it doesn't really begin until the baby's birth. A baby looks so tiny and helpless most people are afraid to handle him. A five-minute demonstration of how to roll him over, how to pick him up, the different types of crying noise, the grasp reflex, etc., will answer many questions and give a big lift to maternal self-confidence. It is even more helpful if both parents can be present during this session. New parents rarely know how to tell when a baby is just sucking or is really eating. One feeding demonstration can show them. These are little things they hesitate to ask because they seem so simple.

During the routine checkup visits of the first months and years, it is not difficult to evaluate the temperament of parents and child. There is some truth in the old adage that opposites attract. A dynamic, forceful man is apt to marry a calm, placid woman, and vice versa. Two dynamic people rarely marry. They are apt to quarrel before the final day arrives. Two calm, placid people rarely marry because neither one gets up enough steam to propose. Walking through a new-born nursery you can see the dynamic babies kicking and crawling up to the head of the bassinet

while the placid ones are resting quietly. In the follow-up visits the dynamic mother snatches off her baby's clothes, flips him over, snaps him up off the table. If he has a quiet temperament he submits, but if he is also dynamic he resents it and fights back.

Here we get a chance to point out the potential clash in temperament and temper. Usually the adult can avoid an impasse by exercising mental self-control, but sometimes it takes a highly conscious effort and the physician must repeat this warning and offer much help and support in the years to come. This type of parent may unconsciously believe her child must eat the meal she prepares, and be surprised when her own compulsiveness meets an equal and opposite reaction.

If both infant and mother are placid it is a better than even bet that the father is dynamic. He may be unhappy because things are not done the way he would do them. He may expect the growing child to be as snappy and well coordinated as himself, and he is apt to be impatient with the eating habits of his youngster. A pediatrician can do much to help parents see some of these differences in clearer perspective.

Civilized behavior is unnatural

One of the most important educational tasks is to help parents see that children must be educated to live in an unnatural manner. Our basic reactions to stimuli must be controlled in a civilized world. If someone hurts you, it is natural to hit back. If something catches your eye, it is natural to try to grasp it. The curiosity which leads a child to take things apart or to scratch the furniture is just as natural as the rage with which he destroys a toy or other object when he is kept from doing what he wants to do. The pediatrician must repeatedly remind parents that the civilized customs we adults have come to regard as natural behavior are truly unnatural to the child, and often seem to him to be unreasonable and senseless.

As the child grows older and his personality develops, there are frequent clashes and battles. Children seem to have an uncanny instinct which tells them the most effective way to hurt a parent, or to irritate him. Young people in general like to live dangerously, and each child has to find out with each parent how far he can go before the top blows off and punishment ensues.

It must be terribly confusing until they learn that when Pop comes home tired he doesn't put up with anything, but that on a good day you can get away with murder. The shrewd little rascal soon learns that if Dad and Mother have quarrelled, one will consent to something the other has forbidden. It always amuses me when parents are surprised at their child's smartness. I am conceited enough to think it is natural for my kids to be bright.

Growing up together

Throughout this period, parents and children are growing up together. We can modify the protective attitude and sometimes the possessiveness or the domination by parent or by child, but a great deal of the family fusion must come through their own powers of adaptation. Every time we buy a new pair of shoes we have to become accustomed to the new pressure points and the new wrinkles across the toes. Similarly with a family. Each new addition creates a few pressure points and develops a few new wrinkles to which the rest of the family must adjust. We can often spot the pressure points during an office or home visit and offer a little advice before a blister develops.

Sometimes we are surprised by the results. I remember one young mother who seemed to be unaware of her first child's obvious distress over the new baby.

"Put yourself in Teddy's place," I said. "How would you feel if your husband brought home a good looking blonde and made love to her instead of to you?"

Imagine how flat I felt when the harried girl with a perfectly deadpan expression

said, "To tell the truth, I think I might welcome it."

This brings up another side of parent education. Way back with the first baby, on or about the second or third office visit, we should ask how they are fixed for baby sitters. It always brings a surprised look to parents' faces, but I go on to point out that they are people as well as parents. This child should join the family circle, not become a pivot around which the family revolves. Ultimately the child will grow up and leave the nest, but parents are married for life. It is important to keep some mutual interests and to arrange to go off alone at regular intervals to enjoy each other's company. The father should forget business and the mother forget the house and the kids. If they cannot afford a sitter, they should arrange an exchange service with a neighbor. If they cannot afford a binge or a movie, they should sit in the park and look at the moon and the stars. You might say this is not pediatrics, but, believe me, happy parents are good for children. It is also possible to slip in a word about sharing each other's burdens—and the right moment for doing so. It's important for husbands and wives not to dump all their troubles on a mate already wobbly-kneed from carrying a personal load of worry.

The family at home

When the physician has had long contact with the family, he has an opportunity to observe family relationships, customs and standards. Much can be learned from visits in the home, often pointing up areas where a word of advice from the physician may be helpful—particularly if the visit is not fully expected so that the household is caught *au naturel*. Is there complete confusion and disorder, or is the house too perfectly organized? Is there a place for the children to play safely and without being a nuisance? Does each child have a room or at least an area of his or her own, or is it a completely communal organization? Has the family any arrangement to encourage hobbies? Or talents? Most of this

information is gained by simple observation and a few leading questions, and the whole truth may not be evident in one visit. Where possible, at least one home visit should occur at an hour when both parents are at home. The discipline reactions of each parent and each child can be observed in this way. Home behavior may be very different from office or public behavior and is often very revealing.

Finding a balance

During the growing up period, with the physician keeping his antennae tuned to the various members of the family and to the shifting internal and external environment, he may frequently put in a few educational suggestions to parents and children. Because our children are literally extensions of ourselves into the future, we tend to treat them as if they were actually ourselves. We think they should like the same food, and in the same quantity; that they should not get hurt because that hurts us; that they should not be venturesome for fear of being hurt; and, too often, that they must not make a decision for fear it will be the wrong one. We forget that they are not true copies of either parent or, for that matter, of any ancestor. They carry genes from many. They are acted upon by environmental stimuli which differ in many ways from those of any ancestor.

Because of this changing environment, the main job of the parent is to develop in the child judgment, knowledge, recognition of limitations and self-confidence. The last two of these may sound contradictory, but a brother of mine did not recognize his limitations nor those of an umbrella until after he jumped off a porch roof with an umbrella parachute. He learned, but I would not encourage this type of education. There are however, many minor experiments made by children which may educate by failure with or without pain. If children are protected from these failures, or if a fond parent overcompensates for disappointment, there is no developmental learning process. Conversely, chil-

dren need to learn how to handle success. When we achieve something we must not get "purse proud," and this type of education must start in our youth. It is a tight-rope-walking job to find the proper balance of praise, of encouragement, of reproof and of teaching at various ages.

Young parents often feel they have made a dreadful mistake in handling a situation, and it is helpful to remind them that a child is a growing organism, and will not be permanently harmed by one or two or a hundred mistakes so long as the general atmosphere is a good one.

One of the interesting things is the repetition of behavior in generations of children. There is always the age bracket when children tell their parents "You don't love me and I hate you. I am going to run away." You can be sure that the young parents who are distressed by such a statement certainly said the same thing, or a reasonable facsimile thereof, at a stage in their own childhood.

It can help to point out that we develop immunity to infection by vaccinating with a live virus of cowpox, and against diphtheria and tetanus by infecting a modified toxin which stimulates the individual to develop his own anti-toxin. So, when a child is emotionally hurt by people he knows really love him, he recovers and develops a valuable immunity to emotional insults from others. It is the realization of the existing love that modifies the toxin of emotional injury.

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At adolescence—a two-way approach

A second point in a child's existence when a pediatrician can be most helpful is the adolescent period. There is no time more important than this. Adolescence literally is what the word means: toward growing up. A combination of physical and emotional changes are taking place which, if all goes well, result in a rational adjustment to adult life. Such a crucial period requires careful guidance and control. It is something like driving a car on ice: whether you apply too much pressure on the accelerator or slam on the brakes, you skid!

To be really effective, the pediatrician must take a bilateral approach, reaching the parents on the one side, understanding their fears, ambitions, capacities and limitations, and on the other side reaching the individual boy or girl and understanding his particular, specific problems, his ability to meet them, and what help he needs. Fifteen or twenty years ago many pediatricians shifted adolescents over to an internist or general practitioner. Now the pediatrician is increasingly keeping these young people under his care if he has helped bring them up and knows them, the family and the problems involved. Many physicians have reserved certain office hours and appointment periods for these older youngsters in order to let them escape the feeling that they are going to a baby doctor.

When my daughter was beginning to drive a car, she said: "When I put it in the garage I aim for the door and then shut my eyes." To a certain extent we must all do this when our children enter that emotionally turbulent and physically disturbing maturational period called adolescence. Of course we must peep a little, and we must be ready to apply the brake before we go through the back wall.

What should the physician do at this period? There is always the matter of straight physical medicine. The young patient will accept medical advice, the philosophy of living can be inserted in a conversational fashion during a session ostensi-

bly completely medical. Where confidence has been firmly established, this is not too difficult. Where there is no confidence, the effort must still be made and results often can be achieved. The approach must be on both a rational and an emotional basis. The youngster must feel an emotional rapport or the rational approach fails. If there is active resistance or the passive imperviousness we sometimes see, it may be wiser for the individual to go to another physician. This also may be necessary where the family fails to realize the value of the approach or the importance of the goal, or cannot restrain their impulse to protect, control and curb their adolescent offspring. Where the symptoms indicate a deep-seated or severe emotional disturbance it may be necessary to recommend specialized psychiatric help.

The basic questions

Yet the more things change, the more they remain the same. Parents today ask a lot more about behavioral problems than they used to, but most of them still hope their child will be President, a movie star or a pre-eminent Something. Few are satisfied with a good healthy average kid, though they might be happier if they could see the increasing number of children who used to die but now survive precariously or with serious handicaps.

Basically, we must continue trying to keep parents from expecting their children to be like them; and two, trying to get them to recognize that civilized behavior is unnatural. One way or another I tell them all that handling our children is much easier if we understand them. That, in turn, is made easier if we can only remember our own childhood reactions, particularly our adolescence. I advise all young parents literally to write out a diary of that stage of their own lives.

There is nothing mysterious about such an approach to rearing children. All it really takes is the Golden Rule, administered and taught with understanding and faith.

Towards independence— a summer at camp

By Henry Haskell

A good children's camp has the advantage of being primarily designed to help children grow—but its principles can be applied anywhere, any time

It happens quite often: parents come to you—usually pleased, but quite puzzled—wanting to know, “How is it Jimmy seems so much more self-reliant now? He’s only been at camp eight weeks, and here he is, coming home with a sturdier stride, clearer eyes and ‘I-can-do-it-myself’ written all over him.”

Likely as not, this question is asked in a moment snatched as the children are bidding their goodbyes and making their vows to each other at summer’s end, and it is no time to try to answer such a question.

Even now, I find it hard to explain. Quite obviously, this answer is not simply “camp.” The same kind of growth can come about on an afternoon newspaper route, or during a summer’s stay with good friends. It can take place in chess clubs, a scout troop, play groups of all kinds. Certainly it doesn’t necessarily happen in summer, and often—most often, perhaps—it comes about quite casually, in ordinary surroundings, at home, at school, and with friends.

No camp, for that matter, can guarantee that new look of independence. A camping experience—like any other—can come before a child is ready for it, at a moment when he’s busily engaged in another kind of learning, or simply needs time to be by himself or the reassurance and warmth of

a close family life. Actually, with the right kind of help from adults, independence grows anywhere—and even when children are ready for it, not all of them learn it best at camp.

In many ways, however, a good camping experience makes the growth of independence easier to see. Partly because helping this kind of growth is its primary reason for being, partly because it is a relatively simple society, comparatively isolated, a good camp almost serves as a kind of laboratory for observing just what goes into developing independence. Its principles can be applied anywhere, any time.

Clearly, no summer-at-camp in and of itself makes a youngster independent. He is off to some sort of start to begin with, a start furnished not by counselors or camp cooks or directors or “living close to nature,” but by parents—in the home. Independence is built on the assurance a child

Henry Haskell, co-owner and co-director with his wife of a small children's camp for the past eleven years, resigned last June his positions as associate professor of Child Study at Vassar College, and director of the Poughkeepsie Day School. He is having a year's study and rest in his home in Maine. He wrote "A Camp That Works with Its Environment" for CHILD STUDY's Spring 1956 issue.

has that he is loved and wanted and accepted. If this good start is missing, a camp can undertake to provide it, but the task is slow, laborious — and not always successful. It is seldom, in fact, the unhappy-at-home child who profits most from those eight summer weeks — although sometimes a child may be better off at a camp where he is wanted than in a home where he *isn't*. We have ample evidence, however, that it is the wanted and loved child, looking forward — along with his parents — to the camp experience, who profits most and is happiest.

Beyond a good start, the growth of independence depends on a continuing warm and accepting atmosphere. At camp, this consideration must be primary in both the selection and treatment of the staff. The counselor who feels that he is liked and accepted, and that his needs and growth and independence are considered important, is more likely to project these feelings to the children in his care than when this is not so.

But what besides this? We can furnish warmth in abundance at home. What is there about a good camp, ask parents, that gives homecoming Jimmy that obvious and visible sturdiness and self-reliance?

Fewer pressures, a simpler world

Outstanding is this: a camp is, of course, a social group — and a good camp is a society *primarily designed* to help children grow. Part of that growing is learning to become more independent.

This cannot be the primary purpose of a household, or a community, or a national society, all of which must serve many different people and needs and purposes. It is not the primary purpose of a bad camp; but I am talking, of course, about good camps — and here it is the major goal.

In this specially set up camp society, an overall characteristic that makes for increased independence is that living — just day-to-day doing and being — is far simpler than that the children otherwise must cope with. They live for a while in a world they

can more readily understand, in which they can function more easily and admirably than in the complexities of average urban and suburban living.

When a child gets up in the morning at camp, he still has to wash and brush his teeth and dress and be reasonably prompt for breakfast. But he does not have the usual, and usually necessary, pressures of regular family functionings: mother trying to preserve some balance among the needs of several children, housework, marketing, civic duties and/or working outside the home; father trying to earn a living, be a good citizen, a good father, etc. Getting to morning council a few minutes after the bell has rung is seldom as worrisome as getting to class late. At camp there is more time — or at least a *feeling* of more time — for getting done what has to be done.

In other words, the young camper moves in a society with fewer pressures, with more margin to stop and look around and comprehend — and make a mistake. Even sibling tensions do not rise as high or as often, even if brothers and sisters are at the same camp.

Nor do the confusions and conflicts of the world outside the home, about which children can do so little, come flooding in via television and newspaper and radio. At home, a youngster may have to swallow along with his breakfast a news commentator's revelations that a gang beat up some kids ten blocks away, or that if some men at the top of something don't agree about something, the world may blow up. At camp, the important early morning talk may be about the anatomy of the seagull dissected yesterday — which is far less "horrifying" and far more understandable to children than a local mugging or a remote cold war.

A clearer need for rules and tasks

Another facet of camp society which contributes to independence is that the children help make the rules governing it, except for those rules affecting health and safety. In addition, the responsibilities they

are expected to assume are clearly necessary to the well-being of their society.

"Clearly" is an important word. It may not be so clear at home why you have to empty the ash trays or help weed the lawn. But in camp, the reasons for hauling wood for the fireplace, bailing and repairing the boats, sweeping the dining room after supper, taking care of the equipment in the shop and studio, attending properly to the animals, are not hard to understand. When these chores are changed about every four days, each child has a considerable variety by summer's end. Moreover, by the third of the four-day stint, the child usually handles the entire chore without the counselor's aid.

At camp, tasks and responsibilities are carefully gauged to stretch, but never to exceed, the children's capacities. In a household, it is not always possible to set up chores in this fashion. Nor is it possible always to accept with appropriate appreciation a child's offer of help — and finding that volunteering is of genuine value and is genuinely appreciated helps make youngsters feel more powerful and self-dependent. "I'll make the eggs, Mommy," offers an eight-year-old. But at that particular moment mother can't keep the rest of the family waiting for the eggs and can't help subsequently with the possible extra mess. The offer must be declined. In camp, such offers can be accepted more easily.

Coping with freedom

Children learn increasingly how to manage themselves and their environment when they take responsibility for making appropriate decisions. At camp, each day they must choose from among a rich variety of possibilities which activities they will engage in, and then they are expected to abide by their decisions.

The most demanding time for them in this regard is "Free Time," when each afternoon, from four to five-thirty, they have an unplanned time in which to do as they please within reasonable limits. (Counselors are available to help them ac-



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complish their purposes, and to see that the broad bounds of safety and non-interference with the rights of others are observed.) Such freedom is hard for them to manage at first. They do a good deal of floundering, and experience considerable discomfort. Then, as they learn to use this time to accomplish their objectives, rather than just to "hack around," they discover they have creative and learning purposes of which they feel proud. They find that they want to read or take out some paints and a portable easel — or, for some, even to wander off to a special tree or rock to be by themselves and meditate.

It may seem strange that the ability to manage freedom should be considered important in helping children become independent, but one of the sad commentaries on our civilization is that so few, including adults, have learned this. Instead, many become over-dependent on being with others, on being amused by television and other spectator entertainments, or they "hack around" uncomfortably until they get into trouble.

One thing about a child making his own decisions: if what he decides is treated with derision or neglect, he will soon learn to leave the deciding to others. Perhaps most damaging of all to growing self-confidence is the discovery that it is dangerous to express opinions and judgments when they are not in conformity with those of the

powers-that-be, lest they draw punishment or reprimands, or, worse still, contempt. Under such circumstances a child will soon learn to be docile, tentative, fearful — or even negative or sullen. Also, if he lives in an inflexible atmosphere, where rules, routines, and a view of the world in terms of black and white exists, his life will be circumscribed by these inviolables, and he loses independence.

New learning and skills

Interwoven with assuming responsibilities is the learning of additional skills, and every skill a child acquires makes him more independent. When he learns to read, a whole new world is open to him. When he learns to swim and row well, he no longer must stay inside the narrowly circumscribed area for beginners; the whole harbor is open to him. The children take a deep and intense satisfaction in the learning, too. In their final evaluation meeting at camp, they always stress new knowledge and skills they have acquired. Then, when we ask them, "Now tell us what was *fun* at camp," they go on cataloguing more knowledge and skills. For them there is no distinction between these and fun.

Parents hear about it, too. During an autumn family picnic, fathers are subjected to, "Dad, that's not the best way to lay a fire" (perhaps just a shade patronizingly). Mothers are startled to hear, "I'll make you pancakes for breakfast Sunday — and I don't want to use that ready-made mix."

One other major contribution of camp life to increased independence comes to mind. Healthy independence must be clearly valued by the important adults in a child's life for the child to value it himself. Here the professional often has an advantage.

Most mothers and fathers want their youngsters to become self-dependent. And they don't want it. A mother wants to see her child grow up and need her no longer, but she also feels pangs of loss and often seems to be saying, "I wish you could be independent of everyone but *me*." Nor is

this necessarily "bad." A child, even while struggling to escape, may benefit from feeling that while his parents want him to *grow* up, they don't want to *give* him up; that the independence they allow him is given with some measure of sacrifice, out of the greater love that is willing to let him go rather than the lesser one that would possess him.

At the same time, though, the child profits immensely from contact with adults who have no such ambivalent feelings. "So you don't want me along with you," a counselor remarks to a protesting group. "Remember when you were scared to sleep out?"

"Oh, we were *young*, then. You can just come and tell us a story — but then we want to talk and fool around and you'd want us to go to sleep!"

"I guess I could come just for the story."

"Could we cook breakfast out?"

"Sure. Why don't you have the wood all gathered and the fire laid when I bring the food and matches down in the morning?" A finger is pointed in the direction of a new independence.

Basic human experiences

There is another element in this simpler camp society. The child is not shielded from great universal experiences like birth, procreation and death; he has repeated contact with these in *real* situations, and not only through the science program. He gets much needed experience on an emotional level. He may, for example, see a beloved pet die. He takes part in the grief, in the uncomfortable but immediate and necessary (therefore understandable) details of disposing of the body, and in the pageantry of burial.

When the fawn given us by the conservation authorities was dying, the children were told the veterinarian gave her little chance to live. For several days they experienced the anxiety, the sadness, that came of this real situation. After the fawn died, all but two youngsters came to look at her. Most of them wanted to touch her.

Some touched her open eyes and at first the adults were horrified, but soon realized the children were testing to discover if an animal really feels nothing when it is dead. When they mourned, "Poor Dawn," the children were told, "Dawn's all right. We are sad she's dead because we loved her — but she's all right."

With great ceremony they buried Dawn and marked the grave. It was done with sadness — but not with morbidity. Children can acquire more understanding of death than is generally accepted, and a sense that this aspect of life can be discussed naturally, with dignity, without the secrecy and dread we too often interpose between children and their understanding of death.

The two who did not want to see the fawn? One had just seen a friend killed in an accident at home. The other, having lived on a farm, had experienced so much of this kind of thing it didn't particularly interest him. No attempt was made to involve either.

In the same way, living with nature and caring for animals gives children a knowledge of other fundamental processes, of reproduction and birth, which helps them know and deal better with some very basic aspects of life and their environment elsewhere . . . anywhere.

Recognizing—and coping with—fears

The fearful child or adult is dominated by his fears. A child needs help in overcoming them. This help does not come in the form of shaming, which may result in a youngster's burying the fear somewhere or taking it to someone more sympathetic. At camp a child can be helped to recognize and acknowledge the fear, to come gradually closer to what is feared, and to become sufficiently familiar with it to get over it. The child afraid of water or the dark or snakes has a marvelous sense of growing power the day that he swims to the raft or sleeps out or permits a garter snake to glide through his fingers.

There is another kind of fear to overcome, too: fear of pain. The child who is too

much shielded from pain must develop considerable fear of it and feel powerless in the face of its possibility. Counselors who themselves have appropriate reactions to pain know how to transfer these to children with little guidance. To a hurt child there is the quick, warm proffering of sympathy — but also the quiet caring for the injury, without over-commiseration, the sending of the hurt one off about his business at the proper point with a pat.

The child who is terribly frightened and upset about an injury, of course, needs a greater measure of sympathy—and a greater measure of calmness. But he needs something else, too: a pointing of the way toward a more appropriate reaction. "We know it hurt a lot — but you were probably just as much frightened as hurt. That can be worse than the pain, can't it?"

The child, having learned meanwhile that fear is not something to be ashamed of, but overcome, begins to see a way to handle both pain and fear more adequately.

No one is suggesting we go back to the "big boys don't cry" school. A child should surely feel free to cry when hurt — but should be able, too, to hold still so a splinter can be removed, even though it is painful.

What price comfort?

Youngsters gain an increased sense of coping when they discover they can do difficult things which may involve considerable discomfort, too. The children who chose to climb the last peak of the range, even though thirsty, and with water nearby on the trail that by-passed this peak, had this feeling. The girl who rowed all the way out to the island rather than trade places, when she got tired, with a child in the accompanying motor boat knew this pleasure. The scores of children (and counselors) who have learned that the bitter cold of coastal waters at New England camps can be enjoyed, once the body has become accustomed to them, have learned that they are the masters of themselves and their environment. If a child cannot go outdoors unless it is warm and pleasant, if he feels

in his home that discomfort and pain are to be avoided at all costs, he learns to become dependent on ease and comfort. His environment will control his behavior, rather than his managing his environment. Those who succumb to the seductions of "comfort-and-ease-at-any-price," so assiduously sold to us by the manufacturers of gadgetry, may never achieve this independence.

Our culture confronts the child with many artificial pressures and difficulties and often shields him from problems which are natural and which he needs to learn to deal with. For example, there are schools where pressure is put on children to get high marks, in the hope that learning will occur as some sort of by-product. This seems a highly artificial and unfortunate kind of pressure to put on the child. In the same schools, kindergarteners are not allowed to use hammers and saws for fear they might hurt themselves. Of course, they may hurt themselves — but with reasonable care this hurt themselves. Of course they may hurt they will learn two things: not to hurt themselves with tools, and that pain is, after all, tolerable.

Looking at achievement

Independence breeds further independence. As a child learns to manage one fear, he becomes more venturesome and meets new fears more easily; as his skills increase, he finds he can attempt more; as his tolerance for discomfort increases, he becomes more willing to attempt worthwhile projects — even when he knows these will be accompanied by discomfort. Yesterday, fear of the dark, lack of knowledge and skill in building a shelter, and a horror of being tired and chilly deterred him. Today he finds it a great adventure to hike at night. As he lies, tired and happy before his fire in his sleeping bag, he can chuckle with his counselor at their shared memories of "the olden days." Then the dark was terrifying, he couldn't build a fire, and every suggestion of a hike had been met with, "Aw, who wants to get himself all

pooped hiking, when we could go to town to get a Coke instead?"

Why does the counselor remind him of his outgrown attitudes and fears? We have found it is important to let children know they have made progress. There is value to them in knowing that those around them are aware of and pleased with their growth. This can be so gradual and smooth it goes virtually unnoticed by the child. We often hear youngsters express amazement when they are reminded of an earlier level of development. So when counselors remark to one another, "Have you noticed that Mary volunteered to help gather wood? It used to be hard to get her to do anything like her share?" they are often reminded to mention it to Mary, too. And Mary, surprised, glows with the realization that she has achieved an increased measure of this much prized independence.

The growth is real

Simpler living, rules they help to make and see reasons for, experience with universal true "facts of life" in a way they can comprehend, learning skills and taking responsibility and making decisions within their capacities, learning to cope with pain and overcome fear, feeling that people really want them to be independent — these are some of the things that make for independence, and that end-of-summer "look."

A world you can understand and with which you can cope. This isn't to suggest, by any means, that children do not need to learn to deal with the complexities of modern living. Of course they do. There aren't many Tahitis left in the world — and even if there were, children couldn't and shouldn't and wouldn't want to escape to illusory islands.

But camp life is not illusory, nor is the self-assurance these youngsters gain. The strengths they achieve in this simple but real world — or any other world that opens the way to this kind of growth — will help them to deal with the complexities of that equally real world to which they return.

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The place of values in parent education

Dilemma of the parent educator

By A. D. Buchmueller

For some time now, those of us who work in parent education have been concerned with the problem of what we call "values." We have been accustomed to thinking of education as a process not merely of imparting information, but of changing people's thinking. As a part of this process we have hoped to bring about changes in attitudes toward the tasks in hand, if not toward all of life's issues.

For the parent educator this very thesis poses a dilemma: Can he, in his brief and specifically focused contact with the adults he works with, really change their attitudes, or values, if you will? And if he can, *should* he? These twin questions have loomed large in recent years whenever parent education has been discussed.

It seems to me that our first need is to attempt the almost impossible—that is, to define, each of us for himself, perhaps, what we mean by "values." We might begin by agreeing that values are those beliefs and concepts we live by and that, for example, respect for human life is a value to which all of us hold. Yet, as we try to define this "respect," we find areas in which there may not be such clear-cut agreement. Do we mean respect for parents? Respect for children? What kind of respect? What do we mean when we speak of a "good" life? A "good" marriage? A "good" child?

What do we believe in relation to the cosmos, to democracy in the home, to religion, to ethical concepts? If these are values—and I believe they are—surely there is wide variance concerning them even within our own time and our own culture.

Leaving aside the question whether any of these values we hold *can* be changed by the educative process, the parent educator is challenged to determine at what point a parent's values differ from or conflict with his own, and, more importantly, what he should or should not attempt in the face of such differences.

Let us take a very simple example:

On the basis of what he knows of children's physical, social and emotional needs, the parent educator may feel strongly that a parent should allow his child more free time, time for fun, for initiative, for adventure. He finds himself contending with another attitude: "a child's business is to learn," to spend his time studying, being informed, doing his duty, "learning responsibility." Play, this parent insists, is merely

Mr. Buchmueller is Executive Director of the Child Study Association of America. His discussion of the place of values in parent education is based on an address he presented at the Conference and Annual Meeting of the National Council on Family Relations at Iowa State University in August 1959.

a waste of time. Assuredly here is a "value," legitimately held, but definitely in conflict with what the parent educator believes to be important for the child's best development. Surely, then, if he is certain of his own value judgment, reinforced by his knowledge of child development, he must want to try (even if he does not succeed) to change this parent's belief. He must, at the same time, guard against a danger that in so doing he may break down the fibre of this parent's confidence in himself, his feeling of security that has its roots in his long-held value system. The parent's hopes for his child may need some overhauling—perhaps he can be persuaded that values and goals will change in a world we can't foresee.

The challenge—and the goals

How, then, does the parent educator meet this challenge? To begin with, he has his own goals firmly in mind. But how permanent, how unchanging are these? It might be well to point out here that both the goals and the techniques for achieving them have undergone impressive changes since the early days of the parent education movement. Let's review these briefly:

In the simplest—and probably oldest—view, the parent educator was seen as an advice-giver. Parent education was understood to be a process of telling parents "what to do when . . ."

"How shall I discipline my child?" "How can I teach my little girl not to tell lies?" "Should I pick up my baby when he cries, or let him cry it out?" These are only a few of the simple and complex questions parents have brought to the parent educator. The questions have persisted through the years—only the answers have been different. That is to say, they have been given differently. It is not that we have changed our collective minds about the basic ways of child-rearing, as we are often accused of doing. Rather, it is that, as the immense fund of new knowledge of child development became available in this century, we came to believe that parents must

share in this knowledge, must base their child-rearing practices on an awareness of their children's needs. It was not enough to advise what to do at a given moment. It was not enough to evaluate our advice by whether or not "it worked."

Facts without feelings

During the early years of this century, the parent educator, then, developed another concept of his role. He began to see himself as an advocate of the "scientific" approach, a neutral fact-giver, drawing on the growing understanding of child behavior, to interpret for parents the new knowledge of child development.

In this new role, the parent educator did much to give wider circulation to the important new studies emerging from research centers here and abroad. He brought a new emphasis on objectivity to parent education, a new willingness to question, explore and test assumptions. At the same time, he often took for granted many things we no longer accept quite so easily today.

For one thing, he was apt to assume that knowledge—facts, all by themselves—led almost automatically to "good"—the kind of good he had in mind, of course, which would find its way into parents' practices. He seemed to believe that once Science had discovered exactly how parents *should* behave towards their children, intelligent parents, without further ado, would immediately adopt this behavior. At times, for example, he seemed to imply that a judicious use of the correct terminology and a candid explanation of "the facts of life" were all that children needed in the way of sex education. Such complicated matters as feelings, mores and morals were left to shift for themselves.

Within the past few decades, however, the parent educator has been examining this role, too, and re-evaluating the effectiveness of thus isolating facts from attitudes or values. He began to ask himself whether it is possible to change behavior without changing attitudes—and even if it is possible, is it wise? Out of this question-

ing grew his present dilemma: the question whether parents' long-held values can or should be attacked; the question whether the parent educator can or should try to impose his own.

Conveying knowledge—without imposing it

It is safe to say that today the parent educator considers that he serves parents best when he uses didactic techniques and advice sparingly. He sees himself somewhat as a catalyst or facilitator whose task it is to help parents to a better ability to work things out for themselves.

As a parent group leader, for example, he does not outline "approved" methods of discipline or of sex education as a guide for parents to follow. He uses his specialized skill to help parents draw on their own knowledge and experience, insights and observation in discussion of such questions. Beyond this, he opens up new areas for parents to consider, if and when they are ready, and adds to their discussions from his own store of professional knowledge and experience.

In the guided interplay of feelings and ideas that takes place in such a group, parents seem to gain new knowledge about themselves and their children, and greater understanding of the part emotions play in behavior. In the process, they develop some ability to come to terms with this new knowledge in a way that makes sense personally—for themselves and their particular children—and to come to terms with their own decisions and actions. This approach—like all good teaching—avoids imposing knowledge from without. It aims instead at developing the potential that lies within all of us to gain a broader fund of knowledge and understanding at our own pace and to use it each in our own way.

This concept of parent education seems to take the issue of varying personal and cultural values more directly into account. It concedes that one parent's values and approach to child-rearing may differ drastically from another's or from those of the group leader and yet be entirely right for

him. Yet one would want parents' decisions—and values too—to be based on thoughtful consideration of the issue, whatever it is, rather than on the mere repetition of cultural ideas and expectations passed on from one generation, or one period of time, to another.

Perhaps, there are hidden values here, too. Haven't we, for example, proposed a freedom to disagree, an individualism that may be desirable in a democracy in 1960—but which may not be universally accepted in another time, another generation, another era, another society? Haven't we expressed a willingness to change, a belief that values themselves change? Surely all these values we hold are peculiar to our own time and place.

This last concept of parent education carries with it an implication that needs pointing up. Often, parent educators—and other professional persons—seem to function as though they can be *apart* from their culture and its values, instead of recognizing that simply by being human they are *part* of that culture, a product of it and contributor to it. Just as in a discussion group the parent educator contributes to the thinking and activity of the parents, so they contribute to his knowledge, experience and understanding.

Examining our beliefs

No matter how we approach this job of parent education, then, we cannot evade this question of values. Need we evade it? Isn't education really a process of communication, a sharing of knowledge between two or more persons, including a sharing of values? And isn't this sharing of values—by parents and teachers, poets, artists and statesmen—the stuff which ultimately shapes our thinking and our behavior—and thus the world we ourselves help to shape?

If, then, it is inevitable that our values will influence what we do as parent educators to a considerable degree, we will first have to be very clear about what we believe and why.

Suppose, for example, we find an enraged father severely beating his six-month-old daughter. Do we simply stand by, observing philosophically that all parents, at one time or another, need to express their hostility and aggressive impulses? I suspect that we don't—that very few of us, in fact, could refrain from directly—and quite hurriedly—putting a halt to such brutality. In this case, forceful assertion of our values would be quite decisively backed by a basic moral law of our society—as well as by its legal structure.

There might be more question, however, if we were to find parents acting in such a way that all our knowledge and experience cried out might severely damage *emotional* health: a mother who regularly finds it useful to lock her child up in a closet as a method of “discipline” or who quite unconsciously, perhaps, uses her son's brilliant scholastic record as a means of self-aggrandizement before her friends. Do we then try to convey our own values?

Or suppose another parent, brought up in a stricter tradition and culture refuses to let his seventeen-year-old daughter wear lipstick, talk to boys, or go out after sundown. Do we explain to him our understanding of adolescent needs, and of the freer prevailing mores in this country in the hope that perhaps his values will come a little closer to ours? Just where does our belief in the worth of the individual and his right to make his own decisions come in—and our right to insist on our own values end? When our values are threatened? When society's values are threatened?

Obviously, this question of values takes careful examination—on the part of parents and parent educators alike.

There is an additional dilemma—how much freedom in values can our society tolerate? An anthropologist, Ralph Linton, theorizes that every society contains two sets of values: universals—those values which are accepted without question by all or most of a society's members, and alterna-

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tives—those which permit a variety of choices. Primitive societies contain a large body of values held to by all members, and permit very few alternative choices; highly civilized societies contain far more alternatives than universal values. For a society to attain stability and strength, as well as creativity and freedom of thought, it must have both a solid core of universally held values and a wider number of alternatives with opportunity for individual free choice.

Conflicting values

Today, many believe we are in serious danger because 1) of a decreasing core of shared values and 2) increasing conflict between the growing number of alternative values accepted by individuals. One major example among many: "Love thy neighbor . . ." is taught in our Judaic-Christian ethic, but we measure individual "success" and achievement by a competitiveness which totally negates this value, demanding a ruthless struggle of "dog eat dog." Out of such conflicting values among adults it is small wonder our children come up with nothing but confusion and fail to develop any satisfactory value systems for themselves.

Beyond all these, there is another dilemma—what we might call the dilemma of an either/or view of humanity. We often find ourselves talking a great deal about such matters as absolute values versus relative values, permissiveness versus authoritarianism, fixed values versus flexible, changing, dynamic ones. We talk about these as though one view were all "right" and another all "wrong." We seem to think we must make a choice between two opposites, instead of considering alternatives or establishing our own syntheses of various points of view.

Perhaps we can stop thinking in terms of black or white and begin with the premise that there may be no one single way that is "best"; that life itself is confusing, challenging—and changing—that in even the simplest situations, we have an uncan-

ny knack for getting awfully mixed up. We want our children to learn the many complex facts, languages, and sciences of their world so full of things to know. Yet we want them also to be creative, questioning and unstultified by the mechanical rigors of pure rote learning. We hope they will have both physical and mental courage—yet, unaccountably, we worry when we find them dealing bravely with situations in which they might get hurt. We hope their minds will be independent and free—yet often we are hurt or afraid or angry when their answers or decisions disagree with our own.

Today, in this world of rapidly changing new knowledge, new challenges, we, as parents or as professionals working with parents, are at times filled with confusion. Like children, we often seem to be looking only for the easy solution, the "right" answer, the simplicity of a "how-to" folder.

We need to come to terms with some of the elements presented in these dilemmas, to clarify in our minds what is clearly knowledge and what are assumptions, what we believe and what we *say* (and think) we believe.

Perhaps, after all, we need to face the fact that there are few absolutes and many relatives, that we need to learn to live constructively with many conflicting values—our own and those of others. We need to acknowledge openly that the stand we now take may one day have to be altered, modified, or even discarded—not by whimsy, but in the light of new facts, new knowledge, new experiences, carefully evaluated.

Above all, we must recognize that we cannot provide—for ourselves or for parents or for our children—ready-made formulas, prepackaged values. We may need to accept a minimum core of shared values in terms of human worth. Beyond this, our aim must be to face these challenges of conflict and change and, within this framework, find methods enabling us—ourselves and our children—to arrive at sound value judgments which will serve us well as we face the tasks of an unknown future.

EDITOR: Ada M. Daniels

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**PARENT
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PEEB JOINS CHILD STUDY

With this issue, CSAA's four-year-old Parent Education Exchange Bulletin — better known as PEEB — officially joins CHILD STUDY as a regular feature. As in the past, the Bulletin will be separately edited and continue to report, without editorial evaluation, material of interest in parent education.

Special note: PEEB needs your news of program developments, conferences, research, evaluation studies, special projects and publications. Copy deadline for Summer issue: April 10.

PROGRAM DEVELOPMENTS

Training Leaders by Group Discussion

Weekly classes taught entirely by group discussion methods are now part of the three-year leadership training program offered by the Department of Family Life and Parent Education of the Mental Hygiene Institute of Montreal. The Department reports three advantages to this approach: "The content seems to become part of the students themselves rather than an accumulation of facts; secondly, they 'live' group discussion for three years; thirdly, although not a therapy group, it is therapeutic and the students . . . work through their own feelings regarding particular periods of their own lives."

In their first year, students concentrate on developing background knowledge of human development; during the second, they have an opportunity to lead their own classes in the community beginning with small "one-night stands." A fellow student acts as observer, and later class sessions discuss and evaluate the programs. For the first time this year, a formal third year of training was added to the program, as the Institute has found that its student leaders need the support of constant contact with Institute resources during their first year of working in the community. Contact: Mental Hygiene Institute, 531 Pine Ave., Montreal, Canada.

●

Baltimore's Parent Education Program is celebrating its twenty-fifth anniversary with a lecture series and a window display in the Enoch Pratt Free Library. During a Parent Education Week, a number of schools will arrange special observances, and radio and television programs will depict parent education activities.

Baltimore's Board of Education inaugurated in its Adult Division a Parent Education Program in the fall of 1934, with the help of Baltimore's Child Study Association. The program has grown steadily over its twenty-five-year span to its present city-wide coverage of 103 classes. These weekly classes meet in all areas of the city and include groups for parents of children of all ages — as well as a group for grandmothers. A majority of the groups are discussion groups, but parents of pre-schoolers may elect to attend one of the twenty available observation-discussion groups — bringing their own youngsters with them. These groups provide preliminary training for families wishing to enroll in one of the ten cooperative nursery schools which have evolved out of the program.

The program has also provided classes for parents with special problems such as rearing children alone or having children with mental or physical handicaps. (For further information contact: Dr. Katharine Whiteside Taylor, Supervisor of Parent Education, Baltimore Public Schools, 2418 St. Paul Street, Baltimore 18, Maryland.)

National Conference on Social Welfare

The 87th Annual Forum of the National Conference on Social Welfare to be held in Atlantic City June 5-10, 1960, will contain much of interest to parent educators. Within the overall theme, "The 1960's: Social Welfare Responds to a New Era," all meetings on Wednesday, June 8, will be devoted to different aspects of "Mental Health in the Decade Ahead." Major speeches will be given by Dr. Brock Chisholm of Canada, former Director-General, World Health Organization, and Dr. Robert H. Felix, Director, National Institute of Mental Health.

Along with papers, panel discussions, etc., on many vital topics, a number of meetings will focus on new films of interest to parent and community groups. In addition, the Family Service Association of America, the Child Study Association of America, and the Committee on Audio-Visual Aids of the Conference will jointly sponsor a dramatic presentation, "The Eye of the Hurricane," one of the "Plays for Living" series prepared and distributed by FSAA. The play deals with family counseling in a situation involving a school-aged boy; it will be discussed, however, from the point of view of the meaning this situation may have for families at large.

PROGRAM MATERIALS

New Pamphlets

SELECTED FILMS FOR PROGRAM PLANNING IN FAMILY LIFE EDUCATION (75¢). Prepared by the Guidance Center of New Rochelle, 81 Centre Avenue, New Rochelle, New York. All films listed have been reviewed and used effectively in programs undertaken by the Education Department of The Guidance Center.

1960 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH CONFERENCE PROCEEDINGS can be pre-ordered for July 1960 publication. Publication Division, White House Conference on Children and Youth, 330 Independence Avenue S.W., Washington 25, D.C.

TRENDS AND TECHNIQUES IN PARENT EDUCATION: A CRITICAL REVIEW by Aline B. Auerbach, Director of the Department of Parent Group Education of the Child Study Association of America, has been selected as a resource paper for the 1960 White House Conference on Children and Youth. Copies will be available at the Conference.

SPECIAL LISTING OF MENTAL HEALTH PUBLICATIONS ABOUT CHILDREN AND ADOLESCENTS. National Association for Mental Health, 10 Columbus Circle, New York 19, New York. Free upon request from state and local mental health associations or contact NAMH directly.

A HANDBOOK ON THE SELECTION AND USE OF FAMILY LIFE FILMS WITH DISCUSSION GROUPS. (\$1.00). By Joseph Wagner, Ed.D. and Irwin Friedman, Ed.D. Department of Child Development and Family Relationships, Cornell University, Ithaca, New York. 1959 revision. Sections of the book deal specifically with goals, planning and techniques for film discussion programs, and the role and function of the film discussion leader.

MEMO TO INEXPERIENCED DISCUSSION LEADERS, by Nina Ridenour, Ph.D., a guide to techniques for leading discussion about family living and human relations, has just been reprinted by Human Relations Aids. First published as a discussion guide for the play, "The Case of the Missing Handshake," the leaflet has been used repeatedly in a variety of settings for several years. (Order from: Human Relations Aids, 104 E. 25th Street, New York 10, N.Y. 25¢ each; quantity discounts available.)

Film Kit and Lecture Guides

National Film Board in British Columbia in cooperation with the B. C. Mental Health Association and the B. C. and National Departments of Health and Welfare, have prepared a new kit, "Films for Mental Health." Categories include Old Age, Industrial Mental Health, Psychology for Living, Family Relationships, Preparation for Marriage, Child Development, Mental Symptoms and many others. The kit also includes two guides to lecture series, "Adolescent Development" and "Marriage," and the following pamphlets: "Adolescence," "Mental Health," "Mental Health Clinics" and "Helping Families in Trouble." Arrangements have been made to keep the kit's users up to date with new materials as they are received. (For sample kit or other details contact: W. P. ORR, Urban Representative, National Film Board, 535 W. Georgia Street, Vancouver 2, B.C., Canada.)

Films

STARTING NURSERY SCHOOL: PATTERNS OF BEGINNING is a new 23-minute film produced by the Department of Child Study, Vassar College, under the direction of L. Joseph Stone, Chairman, and Dorothy Levens, Director, of the Nursery School. Filmed by Joseph Bohmer, it is the sixteenth in the Vassar College Series, "Studies of Normal Personality Development," and is directed to nursery school and kindergarten staffs, parent groups and students of early childhood education. A discussion guide to accompany the film is available. (Order from: New York University Film Library, 26 Washington Place, New York 3, New York. Purchase price \$120 — f.o.b. New York City; rental price: \$6.50 per day. Shipping charges additional.)

Reference Lists

Three new reference lists of low-priced pamphlets and reprints from various sources are now available from the National Institute of Mental Health, Bethesda 14, Maryland: MENTAL HEALTH FOR PARENT AND CHILD (Reference Guide No. 1); CURRENT READING LIST: Pamphlets, Reprints and Reports on Mental Health (Reference Guide No. 2); INTRODUCTORY READINGS IN MENTAL HEALTH: A Selected Reading List (Reference Guide No. 3). Single copies are available without charge upon application to NIMH at above address.

1960 CALENDAR OF EVENTS

- MARCH 13-18 Miami, Florida
National Health Council - Forum & Annual Meeting
- MARCH 21 New York City
Child Study Association of America - Annual Conference
- MARCH 22-23 New York City
Child Study Association of America - Annual Institute For Workers in Parent Education
- MARCH 24-26 Portland, Oregon
Pacific Northwest Conference on Family Relations
- MARCH 27 - APRIL 2 Washington, D.C.
1960 White House Conference on Children and Youth
- MARCH 28-30 Little Rock, Arkansas
Arkansas Conference on Social Welfare
- APRIL 10-12 Raleigh, N. Carolina
North Carolina Conference for Social Service
- APRIL 25 New York City
National Social Welfare Assembly - Forum
- APRIL 27-30 Roanoke, Virginia
Virginia Conference on Social Welfare, Inc.
- APRIL 28-30 Morgantown, West Virginia
West Virginia Welfare Conference
- MAY 1-4 Berkeley, California
California Association for Health and Welfare - Conference
- MAY 11-13 Edgewater Park, Mississippi
Mississippi Conference on Social Work
- MAY 15-17 Bellingham, Washington
Washington Association for Social Welfare - Conference
- MAY 17-19 Toronto, Canada
Ontario Welfare Council Conference
- JUNE 5-10 Atlantic City, New Jersey
National Conference on Social Welfare



Parents' Questions

These questions are selected and discussed
by the Child Study Association
staff, and the answers written by its various members

"Playful" hitting

Our twenty-month-old girl thinks it's very funny to strike me or my husband. With gleeful shrieks and playful abandon she more than occasionally hits us—despite repeated objections. I have mixed reactions to this behavior and don't quite know how to handle it.

Mrs. M. L.

The maneuvers of youngsters of this age sometimes have a way of being delightfully enchanting—and exasperating at the same time. By now these children are earnestly involved in their beginning efforts to establish a sense of self and independence; they have outgrown some of their early dependence on adults for stimulation, and have learned that they themselves have the power to initiate activity. Understandably enough, however, their awkward, enthusiastic attempts to explore the physical world and relate to people often bring them into conflict with parental expectations.

While the kind of exuberant expression you describe may carry a measure of anger at times, it appears to fall more under the heading of "love tap." Children of this age have had little experience in knowing how to interest adults to join them in play, and their efforts, sometimes aggressive, are really a wholehearted, yet socially clumsy invitation to play. Handling this kind of behavior is not always easy for parents. The child's very natural desire to engage them in play is an important part of growing up and should find a friendly response. On the other hand, children need to learn

that parents don't like being hit and that there are more socially appropriate ways to initiate activities.

Sometimes it is difficult for parents and adults to refrain from laughing when a small child with smiling eyes winds up to launch an attack. If this is the usual response from adults, however, it is easy to see how confusing later objections to hitting could be. Gently restraining a child, with appropriate explanations that hitting is not permitted, will in time teach a youngster to make an important distinction: that hurting and fun should not be part of the same experience.

Too many colds?

Ever since my three-year-old started nursery school two months ago he has had one cold after another. He loves going, but I wonder whether the advantages outweigh the constant contagion he is being subjected to?

Mrs. J. P.

Children do seem to pick up more colds when they are with a group of children and spend much of their time indoors than they do playing outdoors with only one or two other youngsters at a time. This seems to be especially true during the initial period of adjustment to nursery school when youngsters are apt to be overstimulated and often get very tired. However, most sturdy youngsters seem to take this in stride after a while. If your child tends to be frail and to develop secondary in-

fections along with colds, your doctor should be consulted about the possible harm these may be causing.

Sometimes it is possible to arrange for such children to attend nursery school on alternate days until they build up greater immunity to colds. A talk with the nursery school teacher may help you see whether the amount of illness you report is usual in her experience. She may also tell you what your child seems to be getting from school. This, along with your own general feeling about the experience, may help you decide the most sensible course to take.

Helping the girl who is left out

My ten-year-old daughter often comes home after school in a sullen mood declaring, "Everybody picks on me; the girls are cliquish and talk about me." When I remind her how well she has gotten along with her classmates before, she gets very angry, but if I criticize the girls' behavior, she gets furious. Why?

Mrs. S. T.

Youngsters your daughter's age often feel "picked on"—even if they have had no special problem in making friends before. At this time they are apt to care so deeply about their classmates' opinions that they may exaggerate the occasional rebuffs that are part of the normal give and take in social relationships.

Sometimes, temporarily, they are being left out. Friendship groups are bound to shift a bit at this age: a few girls may cluster around a child who is maturing physically or one who is learning some know-how important to the group at the moment. One girl may be excluded if the group is jealous of her or if she doesn't serve their immediate plans well or if they find a trait that is really disagreeable to them.

Maybe your daughter needs your help in taking stock of the situation as it really exists. In a way, she may even be asking for it without putting it into words. A fresh

look at the problem—without blaming your daughter or her friends—may help her to see something in her behavior that is making things harder for her now. Youngsters this age often show an amazing capacity for self-criticism and for working out a difficult situation. By not denying the reality, but facing it honestly you may help her to take the first step in coming to terms with it.

"All the boys dress that way"

What shall I do about the outlandish clothes that my fourteen-year-old son insists on wearing these days? Red or black shirts, black pants, leather jacket. I know he's not a "gang" member, although he looks like one. When I tell him so he just says, "All the boys dress that way."

Mrs. L. J.

While it is not true that all fourteen-year-olds dress so outlandishly, many do, and it is important for early teenagers to act and dress in ways that make them feel part of their own crowd—at least while they are all together. There may be times, though, when your son is with you and the family, or on other occasions, when you can ask him to dress more conventionally, if this is what you and your husband want.

Wearing these odd clothes may be partly a badge of defiance, a way of saying to parents that the time has come when a boy can do things differently from the accepted family and adult patterns; it may also be a means of identifying with a group of peers. In some situations it may actually be a sign of serious gang allegiance, and the parents should be alert to the degree of importance which the individual child attaches to such dress. In general, though, if parents can contain their annoyance and chagrin, the inappropriate attire will probably be given up once it becomes less important to him, and when he himself develops a better sense of what is appropriate.

Gold is where you find it

—a department of reprints, digests and excerpts

The first possession

By D. W. Winnicott, M.D.

At the beginning, as everyone knows, infants mostly push their fists into their mouths, and very soon they develop a pattern, perhaps choosing a certain finger, two fingers, or a thumb for sucking, while the other hand caresses some part of the mother or a bit of sheet, blanket, or wool or perhaps their own hair. There are two things going on here: the first with some part of the hand in the mouth, being clearly related to the excited feeding; the second is one stage further displaced from excitement and is more nearly affectionate. Out of this affectionate fondling activity there can develop a relationship to something which happens to be lying around, and this object may become very important to the infant. In a sense this is the first possession—that is, the first thing in the world that belongs to the infant and yet which is not part of the infant like the thumb or the two fingers or the mouth. How important this can be therefore, is evidence of the beginning of a relationship to the world.

These things develop along with the beginning of a sense of security and along with the beginnings of the infant's relationship to one person. They are evidence that things are going well in the child's emotional development and that memories of relationships are beginning to be built up. These can be made use of again in this new relationship to the object, which I myself like to call a transitional object. It is not the object itself, of course, that is transitional; it represents the infant's transition from a state of being merged

with the mother to a state of being in relation to the mother as something outside and separate.

Although I want to stress the health that is implied in these phenomena, I do not want to give the impression that something is necessarily wrong if an infant does not develop interests of the kind that I am describing. In some cases the mother herself is retained and needed in person by an infant, whereas another infant finds this so-called transitional object good enough and even perfect, provided the mother is there in the background. It is common, however, for an infant to become specifically attached to some object which soon acquires a name, and it is fun to look into the origin of the name, which often derives from some word that the infant has heard long before speech has become possible.

Soon, of course, parents and relations present the infant with soft playthings which (perhaps for the sake of the grown-ups) are shaped like animals or babies. From the infant's point of view these shapes are not important. It is more the texture and the smell which take on vital significance, and the smell is especially important, so that parents learn that these objects cannot be washed with impunity. Parents who are otherwise hygienic often find themselves forced to carry around

From *Mother and Child: A Primer of First Relationships* by D. W. Winnicott, M.D. ©1957 by Basic Books, Inc., Publishers.

a filthy, smelly, soft object simply for peace. The infant, now growing up a little, needs this to be available, needs it to be returned when thrown away over and over again from the crib and the carriage, needs to be able to pull bits out of it and to dribble over it. In fact, there is nothing that may not happen to this thing, which becomes subjected to a very primitive form of loving—a mixture of affectionate caressing and destructive attack. In time other objects are added, and these are more and more appropriately fashioned to resemble animals or babies. Moreover, as time goes on, the parents try to get the child to say "thanks," which means to acknowledge the fact that the doll or the teddy bear came from the world and was not born out of the imagination of the infant.

If we go back to the first object, which may perhaps be a receiving blanket or a special woollen scarf or the mother's handkerchief, we must admit that from the infant's point of view it would be inappropriate for us to ask for the word thanks and the acknowledgment of the fact that the object came from the world. From the infant's point of view, this first object was indeed created out of his or her imagination. It was the beginning of the infant's creation of the world, and it does seem that we have to admit that in the case of every infant the world has to be created anew. The world as it presents itself is of no meaning to the newly-developing human being unless it is created as well as discovered.

Transition to play

It is impossible to do justice to the enormous variety of the early possessions and techniques employed by infants at times of stress and particularly at times of going to sleep.

A baby girl used her mother's rather long hair for caressing while thumb-sucking. When her own hair was long enough she pulled it—instead of her mother's—across her face and sniffed at it when she was going to sleep.

A boy baby became early interested in a colored woollen covering. Before he was a year old he had become interested in sorting out according to their colors the threads of wool that he had pulled out. His interest in the texture of wool and in colors persisted and, in fact, never left him, so that when he grew up he became a color expert in a textile factory.

Almost anyone caring for children can supply examples, each one of which is fascinating to study, provided one first of all realizes that every detail is important and significant. Sometimes, instead of objects, we find techniques,

like humming, or more hidden activities such as the matching of lights seen or the study of the interplay of borders—as between two curtains that move slightly in the breeze or the overlap of two objects that change in relation to each other according to movements of the infant's head. Sometimes thinking takes the place of visible activities.

In health there is an evolution from the transitional phenomenon and the use of objects to the whole play capacity of the child. It is easy to see that playing is of vital importance to all children, and that the capacity for play is a sign of health in emotional development. I am trying to draw attention to the fact that an early version of this is the relationship of the infant to the first object. My hope is that if parents understand that these transitional objects are normal and, indeed, signs of healthy growth, they will not feel ashamed when they find themselves carrying curious things about with them whenever they travel with their child. They will certainly not show disrespect for them, and they will do everything possible to avoid their loss. Like old soldiers these objects simply fade away. In other words, they become the group of phenomena extending out into whole of the realm of children's play, and of cultural activities and interests—that wide area which is intermediate between living in the external world and dreaming.

Evidently the task of sorting out external phenomena from dreams is a heavy one. It is a task that we all hope to be able to accomplish so that we may claim to be sane. Nevertheless, we need a resting-place from this sorting-out, and we get it in our cultural

CSAA Theater Benefit

Greenwillow

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Frank Loesser

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Alvin Theatre

For information, phone ATwater 9-2600

interests and activities. For the little child we allow a wider area in which imagination plays a dominant role than we allow for ourselves, so that playing, which makes use of the world and yet retains all the intensity of the dream, is considered characteristic of the life of children. For the infant who is just starting on this terrible task of achieving adult sanity we allow an intermediate life, particularly at the time between waking and sleeping, and these phenomena that I am referring to and the objects which are used belong to the resting-place that we give to the infant at the beginning, when we only slightly expect the sorting out of the dream from the real.

Only half-forgotten

As a child psychiatrist, when I get into contact with children and find them drawing pictures and talking about themselves and their dreams, I find to my surprise that they easily remember these very early objects. Often they surprise their parents by remembering bits of cloth and weird objects which the parents had long forgotten. If an object is still available, it is the child who knows just where, in the limbo of half-forgotten things, this thing still lies, perhaps right at the back of a bottom drawer or up on the top shelf of a closet.

It is distressing for children not only when the object is lost, as happens sometimes by accident, but also when some parent with a lack of understanding of its real significance gives it away to another baby. Some parents are so used to the idea of these objects that, as soon as a new baby is born, they take the transitional object of the family and tuck it in with the baby, expecting that it will have the same effect on this baby as it had on the last one. Naturally, they may be disappointed, because the object turning up in this way may or may not come to have significance for the new infant. It all depends. It can readily be seen that to present an object in this way has its dangers, since in a sense it robs the new infant of the opportunity for creating. Certainly it is often helpful when a child can make use of some object in the home; something that can be given a name and that often becomes almost part of the family. Out of the infant's interest in this comes his eventual preoccupation with dolls, other toys, and animals.

This whole subject is a fascinating one for parents to study. They need not be psychologists in order to get a great deal of profit from watching, and perhaps recording, a line of development of such attachments and techniques in this intermediate area characteristic of each of their infants in turn.

Pamphlets received

As a service to our readers, CHILD STUDY lists from time to time pamphlets received at CSAA headquarters. While only those from reliable sources will be included, no attempt at evaluation is made in this column.

Brief Encounters in Family Living

The Play Schools Association, 41 W. 57th Street, New York 19, N. Y. 75¢

Bright Promise: For Your Child with Cleft Lip and Palate

By Eugene T. McDonald. The National Society for Crippled Children and Adults, Inc., 2023 W. Ogden Ave., Chicago 12, Ill. 25¢

Building an Estate for a Crippled Child

By George M. Rideout and John D. Riordan. The National Society for Crippled Children and Adults. (Address above.) 25¢

The Child With Brain Damage: Proceedings of the 1959 Annual Meeting of the Association for the Aid of Crippled Children

Association for the Aid of Crippled Children, 345 E. 46th Street, New York 17, N. Y. (Limited supply.) Free

Early Childhood Education: A Teacher's Handbook for Kindergarten to Grade 2

Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn 1, N. Y. 75¢

Family Life Education—An Opportunity for Psychological Instruction

By William E. Hall. American Social Hygiene Ass'n., 1790 Broadway, New York 19, N. Y. 20¢

Family Life Education Contributes to the Preparation of Teachers

By Clifford F. S. Bebell. American Social Hygiene Ass'n. (Address above.) 20¢

Family Life Education in the Communications Field

By Kenneth H. Hansen. American Social Hygiene Ass'n. (Address above.) 20¢

Help for the Mentally Retarded Through Vocational Rehabilitation

National Association for Retarded Children, 386 Park Avenue S., New York, N. Y. Free

The Significance of the Father: Four Papers Dealing with the Role of the Father in the Family and the Effects of His Absence.

Family Service Ass'n. of America, 215 Park Avenue S., New York 3, N. Y. \$1.00

The Social Scientists' Stake in Teaching Marriage and Family Relations

By Lawrence S. Bee. American Social Hygiene Ass'n. (Address above.) 20¢

The Use of Group Techniques in the Family Agency

Family Service Ass'n. of America. (Address above.) 75¢

Do these sound familiar?

The rhymes below have been taken from *The Lore And Language of School Children*, 438 pages, 11 maps, © Iona and Peter Opie 1959, published by Oxford University Press, Inc. early this month. The Opies are the authors of *The Oxford Dictionary of Nursery Rhymes* and *The Oxford Nursery Rhyme Book*.

The collection is based on a study of the counting rhymes, word games, riddles and sayings of some 5,000 school children in various parts of England, Scotland and Wales, and one school in Dublin. American parents surely will recall similar rhymes and catches from their own childhood – and from their children's games.

Rules and Oaths

*Touch teeth, touch leather,
No backsies for ever and ever.*

*If you stand on a line,
You'll marry a swine.
If you stand on a square,
You'll marry a bear.*

Sheffield

*Wet my thumb,
Wipe it dry,
Cut my throat
If I tell a lie.*

Farnham, Surrey

School Days

*If your school should be in a flood
Do not scream or cry,
Stand upon a Latin book
For that is always dry.*

*The boy stood on the burning deck
Melting with the heat;
His big blue eyes were full of tears
And his shoes were full of feet.*

Grammar school children

Taunts

*Oh, Sheila dear
Your face is queer,
It looks just like
A chipped pear.*

Maryland

*There she goes, there she goes
Peerie heels and pointed toes.
Look at her feet,
She thinks she's neat,
Long black stockings and dirty feet.*

Topical Rhymes

*Catch a falling sputnik,
Put it in a matchbox,
Send it to the U.S.A.
They'll be glad to get it,
Very glad to get it,
Send it to the U.S.A.*

1958, to the tune of "Catch a Falling Star"

*Hark the Herald Angels sing,
Mrs. Simpson's pinched our king.*

London, Chichester, Liverpool, Oldham

*Charlie Chaplin has big feet,
Wilbur Macey has them beat.*

Maryland

Guile

*Pince-me et Pince-moi
Sortent dans un bateau;
Pince-me tombe dans l'eau,
Qu'est-ce qui reste?*

France

*Adam and Eve and Pinch-me-tight
Went over the river to see a cat fight;
Adam and Eve got back all right,
Who didn't?*

East Texas

Ghouls and Nonsense

*Little Willie's dead
Jam him in the coffin
For you don't get the chance
Of a funeral of en.*

*Mary Jane went to Spain
In a chocolate aeroplane;
The door fell in and she fell out,
And landed on a chimney spout.*



Book Reviews

Ways of Studying Children: A Manual for Teachers

By Millie Almy, from materials prepared by Ruth Cunningham and Associates

New York: Bureau of Publications, Teachers College, Columbia University, 1959. \$3.50

This wise book for teachers of kindergarten through eighth grade throws fresh light on the many ways of learning about children—how they behave, feel and think. Each chapter considers a separate “child study” technique, its uses, advantages, problems and pitfalls.

Beginning with the educator’s basic tool—observation—Miss Almy offers many sound suggestions for making observation techniques more effective. She explores perceptively a basic key to this method: self-awareness, and the observer’s willingness to examine his own attitudes and behavior towards the children he meets.

Subsequent chapters discuss the use and interpretation of other sources of information about children: their conversations, autobiographical compositions and questionnaires; their creative efforts—writing, painting, dramatics and music; interviews with other adults (including ways to help parents feel free to discuss their child’s problems and interests outside school). Finally, there is a good chapter emphasizing the importance of school records.

The author’s approach to these methods is stimulating, rather than didactic. Her challenging book keeps always in mind the complexity of human nature and the difficulties inherent in each way of studying

children. Sensitivity to the child’s need for privacy, the importance of not delving too obviously or exposing a child in front of his friends are major themes. Above all, she makes clear that, in the final analysis, the reader himself must choose which methods will be most congenial to his own way of thinking and working, and how he will use the information he collects.

The book’s one danger spot may lie in its descriptions of the various sociometric techniques and tests which require children to examine their own social status. Yet, even here, Miss Almy is clearly alert to the shifting nature of this status in the early years and to the danger of stirring up fears and hurt feelings. She suggests reserving such tests for specific and limited purposes, such as choosing youngsters who will work well together in committees or to increase adult understanding of a group that is particularly hard to manage.

Throughout her book, Miss Almy makes clear that none of these various techniques is an end in itself, but a means to achieving total mental health. Used wisely and with care, however, they can contribute much to the joy and challenge of the teaching job.

PENELOPE PINSON
for the Book Review Committee

The Gesell Institute Party Book

By Frances Ilg and others

New York: Harper & Brothers, 1959. \$2.95

“Oh—a party!” How many times have these enthusiastic words burst from the mouths of children—only to be greeted by a slightly audible moan from the older generation? But giving parties for youngsters does *not* always have to end in mayhem and, to prove it, *The Gesell Institute Party Book* devotes itself to the task of making parents of children aged one to fifteen veritable Elsa Maxwells.

The secret of a successful children’s party? *Organization*. The authors assure us that the parent who plans well before-

hand the number of guests, when they will arrive and leave, what they will play and eat and how they will be supervised has already won half the battle.

Beyond this, the authors counsel: *Know what to expect from the children*. And here their wealth of pertinent observations on the probable party behavior of those Gesellian "fours," "fives," and "sixes" makes this book immediately superior to others of its kind. Would a four-year-old be overwhelmed by the "big" party he has demanded all year? Do twelve-year-olds usually manage happily at dinner dances? What games do youngsters like most at age five? Age eleven? Parents confronted by such baffling questions as these surely will come to their own answers more readily with the help of this sound little volume.

Many suggestions for specific parties and practical hints on such matters as when parents should—and shouldn't—be present, appropriate games and prizes, the best ages for all-boy and all-girl parties are included. The accompanying photographs seem to bolster the authors' contention that the well-run party can be a happy occasion for parents and children alike.

BARBARA JAKOBSON
for the Book Review Committee

How to Live Through Junior High School

By Eric W. Johnson

New York: J. P. Lippincott, 1959. \$3.95

This highly readable, compact little book will be reassuring news to parents, teachers and others acquainted with that perplexing phenomenon, the junior high-schooler. Eric W. Johnson, teacher and Head of the Junior High School of Germantown Friends School in Philadelphia, actually seems to *like* these youngsters, and obviously thinks the rest of us should know more about them than we do.

What are these early adolescents like? The youngsters tell us themselves in scores of enlightening quotes from a question-

naire survey of several hundred seventh- to eleventh-graders. Their major worries? ("Marks," "Myself," "Friends," "My Mother.") Neatness? ("There's about three times as much stuff in my room as there should be, and the overflow runs onto the floor.") What are their questions about sex or money, their feelings about parents and teachers? Humorous, angry or puzzled, the comments are refreshingly honest and, taken in balance, probably provide as clear a picture of the contemporary junior high-schooler's view of himself, his elders and the world around him as we are likely to have for some time.

Mr. Johnson's book is, however, above all, practical, and packed with sound suggestions for helping these youngsters mature academically and socially. His opening chapters constitute a basic parents' primer on such matters as homework (give "too little help rather than too much"), parent-teacher conferences, evaluating marks, identifying (and doing something about) reading difficulties, special talents. He includes here a useful how-to-study section for students, as well as some practical rules for teachers on preventing cheating.

Subsequent chapters cover the youngsters' social life at home and in school, from suggestions for parties to discussions of dating hours, going steady, family relations and sex education. A chapter on the school's part in preventing cliques and establishing "ground rules" for class parties should stimulate some thoughtful discussion in parent-teacher groups.

Throughout the book, the author's counsel is sound, constructive, concrete—and nearly always conveys the honest wisdom and humor of a schoolmaster who knows us well. It will be the rare parent or teacher who does not come away from this book with a richer perspective on these early adolescents, or a better sense of humor about helping them manage their problems at home and in school.

RUTH R. OHMAN
for the Book Review Committee

New books about parenthood and family life

Selected by the CSAA Book Review Committee
Edythe First, Chairman
Mildred Rabinow, Staff Advisor

On Family Living

Babies by Choice or by Chance

By Alan F. Guttmacher, M.D. Doubleday, 1959. 289 pp. \$3.95. An excellent discussion of "planned parenthood" from the practical advantages and limitations of various contraceptive devices to the ethical, cultural and legal aspects of sterilization, abortion, artificial insemination and infertility. The author, a leading physician and spokesman for more liberal practices in many of these areas, presents the overpopulation problem with frightening immediacy. His book is intelligent, honest—and deeply human.

The College Handbook 1959-61

Edited by S. Donald Karl. College Entrance Examination Board, 1959. 556 pp. \$2. A useful compilation of basic information about the 250 member colleges of the College Entrance Examination Board—their location, size, terms of admission, costs, financial assistance, as well as the aims and characteristics of various study programs. The material, prepared by the colleges themselves, emphasizes facts—not public relations.

The Gesell Institute Party Book

By Frances L. Ilg, M.D. and others. Harper, 1959. 115 pp. \$2.95. This concise volume of ideas and information on parties for youngsters one to fifteen will be a boon to parents. Covers the how of running parties as well as the kind of behavior to expect from each age.

The Home Encyclopedia of Moving Your Family

By Margaret Randall. Berkley, 1959. Paper-bound ed., 160 pp. 35¢. A home economist gives sound, practical advice to families who must move—facts about selling your old house, buying a new one, hiring a mover, insuring your belongings, packing, moving, settling in.

How to Live Through Junior High School

By Eric W. Johnson. Lippincott, 1959. 288 pp. \$3.95. A schoolmaster with a firm sense of values describes with humor and wisdom the seventh-, eighth-, and ninth-grade children he knows so well. Adding their thoughts to his own, he discusses schoolwork, social life in and out of school, sex education and life at home. The book will help parents keep their own sense of humor and perspective during the difficult early adolescent years. The author is Head of the Junior High of Germantown Friends School in Philadelphia.

The New American Guide to Colleges

By Gene R. Hawes. New American Library (Signet Key), 1959. 256 pp. 75¢. An excellent, easy-to-use introductory guide to college for the parent, high school student and counselor, compiled by the Editor of the College Entrance Examination Board. Classified lists of over 2,000 colleges, junior colleges, and specialized institutions. Replete with information given briefly in key form. Includes a good recommended reading list.

Premarital Dating Behavior

By Winston Ehrmann. Holt, 1959. 316 pp. \$6. A sociological study of premarital sexual activities in dating as reported by one thousand male and female college students in questionnaires and lengthy interviews with one hundred students. The author shows how our young people attempt to solve the dilemma presented to them by our culture, which offers them sexual temptation and then puts them on their own responsibility for control of their behavior. Will interest professionals as well as parents.

Sex and Love in the Bible

By William Graham Cole. Association Press, 1959. 448 pp. \$6.50. Far broader in scope than its title suggests, this book explores concepts of love, both divine and human, in the Old and New Testaments, at the same time showing how Judean and Christian mores were influenced by the many cultures in which they evolved. The author, a well known Biblical scholar and theologian, then traces the attitudes involving sex mores and love from Greco-Roman times to the present, indicating how Judeo-Christian attitudes and teachings have influenced current morals and mores. The author's description of the profoundly moral and ethical views of love and sex, which the Old and New Testaments present, coincides closely with the most modern concepts of family values and sexual standards.

The Vanishing Adolescent

By Edgar Z. Friedenberg. Beacon Press, 1959. 144 pp. \$2.95. As David Riesman's introduction notes, this imaginative, original book brings to its study of the American adolescent "much passion and compassion, a leaven of irony and precious little cheerfulness." Dr. Friedenberg discusses the adolescents he seems to know so well—their search for competence and self-definition, their discovery of tenderness and love—and makes a strong case against those

contemporary adult attitudes—in home, school and community—which he believes are destroying healthy adolescent growth. Although uneven in its excellence, the book is so profound and courageous in point of view that parents and professionals will find in it much food for thought and action.

Your Adolescent at Home and in School

By Mary and Lawrence K. Frank. (Original ed., Viking, 1956.) New American Library (Signet Key), 1959. Paperbound ed., 287 pp. 50¢. A reissue of a useful distillate of the best of previous knowledge of adolescence plus the authors' wonderfully clarifying point of view. Written in a down-to-earth manner, it is addressed to parents and teachers, who will find it of daily practical value and appreciate its fairness in protecting the individuality of both adolescent and adult.

For Those Who Work With Parents And Children

Adolescence and Discipline: A Mental Hygiene Primer

By Rudolph M. Wittenberg. Association Press, 1959. 318 pp. \$4.95. Dr. Wittenberg writes with profound compassion for youth and a realistic appreciation of everyday problems. He deals with the ways in which adolescents can be helped to achieve an inner discipline which will speed them in their maturation process. Weaving case histories into the text, he discusses fully three dimensions of adolescent identity—ego, group and social identity.

Child Behavior and Development

By William E. Martin and Celia Burns Stendler. Harcourt, Brace, 1959. 618 pp. \$8. An unusual book with a unique approach to child development that incorporates the influences of the social scene on learning and growth. The book is broad in scope, is well documented and includes many findings of recent research in child development and related fields.

Creative Discussion

By Rupert L. Cortright and George L. Hinds. Macmillan, 1959. 303 pp. \$6. The authors, out of their extensive teaching experience, have evolved a philosophy about discussion as a tool of human relations that can "unlock the civilized potentials in human beings." They feel their approach will be useful in international relations, industrial relations or family relations, in the activities of learning, adjusting differences, making decisions or taking joint action. Special techniques for various types of discussion situations are covered, as well as modern findings in psychology, group dynamics and education. Of value to all professionals who work with groups of people.

Creativity in the Elementary School

By Miriam E. Wilt. Appleton-Century-Crofts, 1959. 72 pp. 95¢. This little book is a philosophical discussion of creative expression as a basic ingredient of any elementary school program. It is directed primarily to teachers for whom it is a *must*; however, its glowing

insights expressed in a delightful, lucid style make it enriching reading for parents as well.

Dating, Mating and Marriage Today: A Documentary Case Approach

By Jessie Bernard and others. (Original ed., Howard Allen, 1958) Arco, 1959. Paperbound ed., 255 pp. \$2. A revised, somewhat condensed edition of a book presenting a case history approach to the problems of early dating, family crises, student marriages, mixed marriages, roles in marriage, etc. Prepared as a textbook for college students, this book gives diversified viewpoints on the problems presented. Fascinating reading.

Education for Child Rearing

By Orville G. Brim, Jr. Russell Sage Foundation, 1959. 362 pp. \$5. An epoch-making social science study of parent education theory and practice conducted under the joint sponsorship of Russell Sage Foundation and Child Study Association of America. The author analyses the assumptions and methods of the main types of parent education programs and approaches, reviews the research in this field and calls attention to those areas which need sound evaluation and critical review. A basic book for all who are active in parent education, it also raises many questions for research workers in child development and family life.

The Family: Its Function and Destiny

Ruth Nanda Anshen, ed. Harper, 1959. Rev. ed. 538 pp. \$6.50. A stimulating collection of articles describing family patterns past and present in various parts of the world or examining social, psychological, religious, ethical, and education problems related to family life. The clarity of style and quality of scholarship vary from article to article, but most of the contributions are rewarding.

Growing and Learning in the Kindergarten

By Mamie W. Heinz. Knox, 1959. 157 pp. \$3. A readable book with good suggestions and helpful hints for kindergarten teachers, especially those in church schools. Warm in tone and sensitive to the needs of children, it stresses that "religion is lived" and that fundamental religious concepts should be part of the child's life and learning.

Helping Children Accept Themselves and Others

By Helen L. Gillham. Bureau of Publications, Teachers College, Columbia University, 1959. 56 pp. \$1. The importance of acceptance of self and others is the major theme of this booklet for teachers and others who work with groups of children. Sensitively describes ways educators can help children change their pictures of themselves in spite of physical handicaps, poor home environment or minority group membership. An insightful study of feelings and the part they play in learning.

Introduction to Group Dynamics

By Malcolm S. Knowles and Hulda F. Knowles. Association Press, 1959. 95 pp. \$2.50. At last a clear and informative account of what group

dynamics is and what it isn't, its origin as a science, its main ideas, its specialized language, and its practical applications. An extremely valuable primer for all professions employing the group method.

The Mother-Child Interaction in Psychosomatic Disorders.
By Ann M. Garner and Charles Wenar. University of Illinois Press, 1959. 290 pp. \$6. A study comparing mother-infant relations of 78 mothers whose school-age children had developed neurotic, psychosomatic or physical illnesses. The findings support the authors' hypothesis that a "close but mutually frustrating" mother-infant relationship is found among mothers of children with psychosomatic illnesses. While limited in scope, the research project is carefully documented and suggests important new lines of inquiry into the way neurotic and psychosomatic illnesses develop.

Predicting Delinquency and Crime

By Sheldon and Eleanor Glueck. Harvard University Press, 1959. 283 pp. \$6.50. In their latest volume, the Gluecks present a battery of predictive tables developed inductively from their numerous inquiries into the causes and nature of delinquency. The authors argue that, cautiously used, their tables can alert social workers, educators and others to "potential" antisocial behavior in certain children that might otherwise be overlooked. They report high correlation between prediction and outcome in various settings to which the tables have been applied. Only one of many possible attacks on the prevention front.

Ways of Studying Children

By Millie Almv. Bureau of Publications, Teachers College, Columbia University, 1959. 226 pp. \$3.50. A very helpful book for teachers which parents will also find interesting. The importance of "child study" as one of the teacher's professional skills is emphasized throughout, and methods of gathering information on how children behave, feel and learn are described.

On Special Subjects

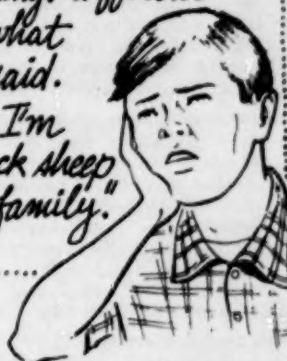
The Case for Basic Education: A Program of Aims for Public Schools

Edited by James D. Koerner. Atlantic-Little, Brown, 1959. 256 pp. \$4. The 16 contributors to this small volume are recognized as scholars of distinction in their fields. It is not necessary to agree with all or even with any of their recommendations to find this book a stimulating and rewarding experience for any thoughtful parent as well as for professional educators.

The Challenge of the Retarded Child

By Sister Mary Theodore. Bruce, 1959. 199 pp. \$3.95. This wonderful book for parents is written by a teaching nun whose personal knowledge and love of children shine through her discussion of different types and degrees of retardation, home and family problems, schooling, and the special needs of these chil-

*"I'm all mixed up.
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than what
Dad said.
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the black sheep
of the family."*



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dren, including their need to help others. She has included a full, annotated bibliography.

Factors that Influence Learning

By Daniel A. Prescott. University of Pittsburgh Press, 1958. 77 pp. \$1. At a time when we are focusing so much public attention on curriculum content and achievement, it is refreshing to have Dr. Prescott's unique, pithy and valuable restatement of the human development factors in a child's learning process.

How Children Learn to Speak

By M. M. Lewis. Basic Books, 1959. 143 pp. \$3. A British scientist begins with the birth cry and studies in detail how babies learn to communicate with other people. Taking his readers to the point where the child can use a dozen words, he shows how important it is for parents to talk with their youngster and respond to his noisemaking with a sense of companionship and fun.

Psychoanalysis and Religion

By Erich Fromm. (Original ed., 1950.) Yale, 1959. Paperbound ed., 119 pp. 95¢. Reissue of a highly readable inquiry by a psychoanalyst into the aims of psychotherapy and religion in terms of the betterment of human life. Dr. Fromm discusses the extent to which the psychoanalyst and religious leader work to the same end, and in what ways the authoritarian religions oppose the principles of psychotherapy while humanistic religions support them.

The Shook-Up Generation

By Harrison E. Salisbury. (Original ed., Harper, 1958.) Fawcett (Crest), 1959. Paperbound ed., 192 pp. 35¢. Reissue of a vivid account by a Pulitzer prizewinning reporter of the codes and behavior patterns of teenage gangs, highlighting the similarity of gang conduct in suburb and small town to that of the city. Though family relationships as a factor in delinquency receive rather superficial treatment, this is a fascinating study shedding much light on a perplexing problem.

Understanding Mentally Retarded Children

By Harriet E. Blodgett and Grace J. Warfield. Appleton-Century-Crofts, 1959. Paperbound ed., 156 pp. \$1.35. A simply written, informative book which deals with many aspects of mental retardation. Much of the material is an outgrowth of the authors' work at the Sheltering Arms, a day school and research program for mentally retarded children, in Minneapolis. A broad range of problems is considered, covering home, school, and community adjustment.

Up From Puerto Rico

By Elena Padilla. Columbia University Press, 1958. 317 pp. \$5. An anthropologist reports a pilot study of the social adaptation of Puerto Ricans to American slum life today. The author directs this book to all interested in "the quiet drama of anonymous lives." Her account of Puerto Rican culture and moral codes will be helpful to parents and professionals alike.

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Children's Books:

How "easy-to-read"?

By Bernice Greenwald and Judy Stecher
for the Children's Book Committee

A welcome new trend has appeared in the field of children's books designed especially for beginning readers. When, in 1957, the one-and-only Dr. Seuss introduced his now almost classic character, *The Cat in the Hat*, he proved beyond any doubt that a book could be written within a beginner's vocabulary and still be fun to read. Since then, a number of publishers have issued not one but a succession of books which succeed in inviting the young reader not only to begin to read, but to read on.

In a refreshing change from the down-to-earth community-and-farm subject matter that characterizes most primers, these new books deal with dinosaurs, space travel and baseball, and exciting real or imaginary adventures. Combining the best features of both primer and picture book, they manage to advance the story by means of a limited vocabulary, delightful illustrations and a use of word repetition that is meaningful, imaginative and often amusing. As we should have suspected, these books have been eagerly welcomed by parents and teachers and—most important of all—by the children themselves.

But *which* children? Here there has been some confusion, and perhaps we should pause and consider some basic questions.

The jackets and covers of these books are clearly marked with apparently self-evident designations: "An Easy-To-Read Book," "Beginner Book," "I Can Read It All By Myself," "Easy-To-Read Stories," or advertised as "For New Readers . . . Slow Readers . . . All Readers," "Just Right for First- and Second-Graders." Yet just

who can read these books "by himself"? First-graders? All-graders? At just what stage of beginning is a "beginner"?

For example: an enthusiastic parent brings home a delightful book—let us say *Danny and the Dinosaur*—to a six-year-old who has just finished his first primer. The youngster has no trouble reading the label: *An I Can Read Book*. He is highly entertained by the hilarious pictures and delighted to recognize words. But will he be able to follow the exciting adventures as more solid pages of print come along? Frequently not—and this lack of success is apt to disappoint not only the child, but his hopeful parents, who may now conclude that their first-grader is somehow below par.

Reading together

Actually, the average child of six is not the beginning reader who is likely to find these books so easy to read "all by myself." For the real beginner, the old-fashioned primer, with its stress on the simple recognition of words and the ability to read through a few short sentences, may offer deeper satisfactions at first.

But if parents can take the "I Can Read" label with some reservations as it relates to their particular six- or seven-year-old, these books can be not only a delight to the children, but add an extra ingredient to their reading-together pleasure. Such an endearing book as *Little Bear* will enrich both parent and child.

The young listener may take pride in reading some of the words himself, but he

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Story and Pictures by **NATALIE HALL**

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Story and Pictures by **ELIZABETH MONATH**

Matt and his dachshund, Topper, rescue a friendly giant trapped in a cave. Crisp drawings have the same droll charm as the tale. Ages 6 to 10 \$2.50

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By **RUMER GODDEN**

Illustrated by **Adrienne Adams**

When a tiny doll was stolen from the concession at the Fair, her owner lost his "luck"—but all ends happily with her return. Ages 7 to 10 \$2.50



RASMUS AND THE VAGABOND

By

ASTRID LINDGREN

Illustrated by
Eric Palmquist

International Hans Christian Andersen Medal, 1958
An exciting story of a nine-year-old runaway orphan and a tramp. Ages 8 to 12 \$2.75

THE BIG SPLASH

By **CAROL KENDALL**

Illustrated by **Lilian Obligado**

A comic assortment of ingenious children help the town hospital fund, build a prize-winning float, and foil a villain. Ages 9 to 12 \$3.00

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will enjoy having adults read *with* him and *to* him. After the first few readings (and some of these books will be read threadbare!) he may even pick up the book to read aloud to himself or to his little sister. (If, as sometimes happens, parents find he is really *remembering* instead of reading, they may need to help him distinguish between these two skills.)

First, the basic skills

In all probability, these new books will mean most to the seven- or eight-year-olds who have mastered the fundamental skill of reading. Parents can help create an atmosphere for reading enjoyment by providing these books at the right time, disregarding their "beginner" labels. Elsa Minarik's *No Fighting, No Biting!* and Mary Stolz's *Emmett's Pig* can be sheer delight for this age. Perhaps the second- or even third-grader will still want his parents to read to him. But he will also find deep satisfaction in books he can read alone. Sometimes, too, the inexperienced reader needs an audience. He likes to read aloud to an adult who is willing to listen, encourage or help as needed. And he still needs to have someone read to him stories which are beyond his own reading ability.

The Child Study Association geared its *Read-to-Yourself Storybooks* to the eight- or nine- or ten-year-old who reads with ease. But the eight- or nine-year-old who still has not mastered reading skills to the point of enjoyment, may want to have the stories read to him. For this child, several of the books in these new "beginner" series might prove truly satisfying were it not for that tell-tale label. If he could somehow get past that belittling designation (if only those labels were removable!) he might discover in *Sammy the Seal* or *Sam and the Firefly* the same lively action and pictorial appeal that attract him to comic books—but with far more artistry. For such a child, this might be truly a "beginning." The enjoyment and feeling of success he finds here may spark his interest and lead him, if not to all books, at least to others.

One further point as we consider just how easy is easy. A book which claims that 98 percent of its words are from the combined word list for primary reading may, by that remaining 2 percent, and by the nature of its content, raise roadblocks for a struggling second-grader. Nor should the label "easy-to-read" mislead us into using any such book as a test of a child's reading ability.

It is well to remember, too, that there are unlabeled books which also provide an easy road to reading enjoyment for the beginner. Remy Charlip's *Where is Everybody?* introduced just one new word on each page in a truly artistic synthesis of pictures and text. Jerrold Beim's *Country Mailman* has sure appeal for the boy or girl just discovering the world of printed words. And there are others.

Finally, there are parents who ask: Are we perhaps too eager to give children that feeling of "success" in reading? Don't children also need, and sometimes demand, the challenge of books that are *hard* to read? Big words may be fun to decipher. And how will they ever learn the big words if we give them only the small ones?

Those who raise these questions point out that Lincoln didn't start on "beginner books." Very true! But today not only the potential Lincolns but every child is expected to read. Those young readers who sail along easily into more challenging books will surely not be hurt by relaxing with easy ones—if they are good. Most children, however, need more time to master the complex skills of reading. Surely it is useful to help them enjoy the learning process with creative books that can be mastered without frustrations and discouragement.

Just when a child should be given books of greater challenge, or when he needs the confidence that comes of success in his reading, needs to be decided by his parents and teachers. But in either case we must be grateful for these new books that take into account the pleasure principle in the child's early reading efforts.

Suggested Titles

- Andy Wouldn't Talk**
By Jane Thayer. Illus. by Meg Wohlberg. Morrow, 1958. \$2.50.
- The Cat in the Hat**
Written and illus. by Dr. Seuss. Random House, 1957. \$2.
- The Cat in the Hat Comes Back**
Written and illus. by Dr. Seuss. Random House, 1958. \$1.95.
- Country Mailman**
By Jerrold Beim. Illus. by Leonard Shortall. Morrow, 1958. \$2.50.
- Curious George Flies a Kite**
By Margaret Rey. Illus. by H. A. Rey. Houghton Mifflin, 1958. \$2.75.
- Danny and the Dinosaur**
Written and illus. by Syd Hoff. Harper, 1958. \$2.50.
- Emmett's Pig**
By Mary Stolz. Illus. by Garth Williams. Harper, 1959. \$1.95.
- Father Bear Comes Home**
By Else Holmelund Minarik. Illus. by Maurice Sendak. Harper, 1959. \$1.95.
- Fierce John**
By Edward Fenton. Illus. by William Pène du Bois. Doubleday, 1959. \$2.
- Julius**
Written and illus. by Syd Hoff. Harper, 1959. \$1.95.
- Last One Home is a Green Pig**
By Edith Thacher Hurd. Illus. by Clement Hurd. Harper, 1959. \$1.95.
- Little Bear**
By Else Holmelund Minarik. Illus. by Maurice Sendak. Harper, 1957. \$2.50.
- The Little Brown Horse**
By Margaret C. Otto. Illus. by Barbara Cooney. Knopf, 1959. \$2.50.
- No Fighting, No Biting!**
By Else Holmelund Minarik. Illus. by Maurice Sendak. Harper, 1958. \$2.50.
- Peep-Lo**
Written and illus. by Jane Castle. Holiday, 1959. \$2.50.
- Sam and the Firefly**
Written and illus. by P. D. Eastman. Random House, 1958. \$1.95.
- Sammy and the Seal**
Written and illus. by Syd Hoff. Harper, 1959. \$1.95.
- Stevie Finds a Way**
By Ruth Liebers and Lillian Rothenberg. Illus. by Robert Doremus. Abingdon, 1958. \$1.75.
- Tony the Pony**
By Lilian Moore. Illus. by Wesley Dennis. Whittlesey, 1959. \$2.50.
- Where is Everybody?**
Written and illus. by Remy Charlip. W. R. Scott. \$2.25.

CSAA briefs

CSAA at the White House Conference

CSAA will be represented by Mr. A. D. Buchmueller, Executive Director, Mrs. Clarence K. Whitehill, Association President, and three staff members at the 1960 White House Conference on Children and Youth in March.

Mr. Buchmueller will act as resource person in a three-day work group, "The Significance of the Values and Ideals of Our Nation and Society for Children and Youth."

Mrs. Aline B. Auerbach, Director of the Department of Parent Group Education, will serve the Conference as Technical Consultant to the Studies Division. Mrs. Auerbach also has been invited to participate, as a specialist in parent group education, in a panel discussion of "The Young With Handicaps." Mrs. Mildred F. Rabnow, of the Department and Miss Josette Frank, Director of Children's Books and Mass Media, also have been appointed Conference delegates.

Earlier this year, Mrs. Whitehill and Miss Frank participated in a county-wide forum held in preparation for the Conference. The forum, sponsored by the Westchester Coordinating Committee, National Council of Jewish Women, was devoted to the "Impact of the Adult World on Youth." Miss Frank was a luncheon speaker, discussing the role of the home; Mrs. Whitehill moderated the session.

New reprint

"Having a Baby: the Emotional Aspects of Pregnancy," Aline B. Auerbach's article on the group experiences of expectant parents, is now available in reprint form. Appearing in the Fall 1959 CHILD STUDY, the article was reprinted immediately after publication in response to several requests. A limited quantity is still available from CSAA headquarters at 25¢ per copy.

Staff members welcomed

The Child Study Association is pleased to announce three new staff appointments. Early this year, Miss Greta Mayer, MSS, joined CSAA's Counseling Service. Miss Mayer has a wide background of therapy and supervisory work at the Jewish Board of Guardians, The Guidance Center of New Rochelle and the Queens Child Guidance Center. She also has worked with children's groups in Israel. Miss Mayer studied

in Germany and holds a master's degree from the Boston University of Social Work.

Mr. Oscar Rabinowitz, MSS, and Miss Ruth Marvin, R.N. have joined the Department of Parent Group Education. Mr. Rabinowitz, formerly Director of the Stuyvesant Residence Club of the Jewish Board of Guardians, received his bachelor's degree from Brooklyn College and his master's degree at the Boston University School of Social Work. He is presently completing his doctoral dissertation at Columbia University.

Miss Marvin was formerly supervisor of the Brownsville office of the Visiting Nurse Association of Brooklyn. She received her nursing training at the Jewish Hospital of Brooklyn and her bachelor's degree in public health at New York University.

LYMAN BRYSON

July 12, 1888—November 24, 1959

In the passing of Lyman Bryson, all of us lost a dear friend and wise counselor. Lyman Bryson was convinced that the purpose of public education in a democracy could be achieved only if learning could become everybody's business. He felt strongly that every normal adult could be helped to understand important ideas if these were directly and sincerely presented.

His interest in people and constantly open mind brought not only admiration from his friends, colleagues and students, but also deep affection.

Bryson's genius for reaching millions of people was demonstrated in the twenty years of his *Invitation to Learning* radio broadcasts and by his television program, *Light Unto My Feet*. His work at Teachers College was directed to the training of workers in the field of adult education. His books were intended for others concerned with learning and education. His latest work, addressed to the general reader, was at the printer's when he died. It was designed with the help of 33 specialists as a "concise and readable guide to the crucial knowledge that is shaping the life of today and the world of tomorrow."

We of the Child Study Association will long miss Lyman Bryson as a loyal friend who, as a member of our Advisory Board, brought his wide knowledge and stimulating counsel to our deliberations.

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